“Let us…move on to maturity.”
Hebrews 6:1

EDR 441 Diagnosis and Remediation of Reading Difficulties

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Other materials needed:
- Children’s Dictionary (professor will order for purchase)
- Teacher box with materials (see list on D2L)
- 1 ½” binder

CATALOG DESCRIPTION: Diagnosis and Remediation of Reading Difficulties (Three Hours) provides relevant practicum experiences in evaluation and remediation of reading difficulties.

PREREQUISITE: Admission to teacher education; EDU 308; EDU 311; student teaching in one to two trimesters
LEARNING OUTCOMES:
Each student will meet the following learning outcomes established by Association of Childhood Education International (ACEI) and International Reading Association (IRA):

1. Determine the nature and causes of reading disability, including the physical, psychological, socioeconomic, and educational factors involved in reading disability; (INTASC: #1, #2; IRA: #1.1, #1.2, #1.3, #1.4; ACEI: #2.1; M-Star Standard 10)

2. Administer appropriate evaluation instruments, including but not limited to the Basic Reading Inventory for the Classroom, interest and attitude surveys, informal phonics inventory, performance based-assessments, and other evaluative instruments to foster supportive evaluation and interaction in the teacher-student learning environment; (INTASC: #1, #6, #8; IRA: #8.5, #10.1, #10.2; ACEI: #3b, #3d, #4; M-Star Standard II.6)

3. Interpret test results and prepare an overall plan of remediation and enrichment through development of lesson plans based on diagnostic data and current research (including but not limited to NRP’s Report and Findings, Common Core Standards, and other important research) while using techniques of diagnostic and prescriptive teaching; (INTASC: #1, #6, #7, #8; IRA: #10.1, #10.2; ACEI: #3b, #3d, #4; M-Star Standard I.1,2,3)

4. Develop instructional goals and learning outcomes focusing on a variety of strategies which encourage students’ development of critical thinking, problem solving, performance skills, and a positive teacher-student learning environment for active engagement in teaching and learning; (INTASC: #4, #5; IRA: #1.1, #1.4, #2.2, #2.3; ACEI: #3a, #3c, #3d; M-Star Standard I. 1,2,3; M-Star Standard III.7,8,9, 10; M-Star Standard IV.12,13,14)

5. Develop instructional lesson plans demonstrating how goals, instruction, research, and assessment are aligned to meet the student’s needs; (INTASC: #7; IRA: #2.14, #12.2, #12.7; ACEI: #2b, #3a, #3b, #4; M-Star Standards, Domain II.5)

6. Tutor an individual student using best-practice instruction while developing positive self-concept in the student, adjusting teaching to the student’s needs, cooperating with the other teachers and students in the course, and adjusting to the student’s cultural, linguistic, and personal differences, if found; (INTASC: #2, #3; IRA: #1.3, #2.2, #2.3, #3.3, #5.3, #5.4; ACEI: #1, #3.1, #3.2, #3.3, #3.4, #3.5; M-Star Standard: Domain I.1, 2, 3; M-Star Standard III.7,8,9, 10; M-Star Standard IV.12,13,14)

7. Understand reading as an interactive process while defining and teaching sight and concept vocabulary; utilizing the cueing systems of graphophonics, syntax, semantics, and schematics; defining and teaching literal, inferential, evaluative, and appreciative comprehension; and utilizing a variety of strategies for instruction in all of these
aspects; (INTASC: #1, #2, #3, #4, #7, #9; IRA: 1.1., #1.4, #2.2, #2.3; ACEI: #2.1, #3.1, #3.2, #3.3, #3.4;)

8. Develop proficiency in the use of various methods, materials, approaches, strategies, techniques, and discussions of the teaching of reading to foster learning and instruction; methods, materials, approaches, and discussions include the DRTA/DRA, the reconciled reading lesson, the LEA, literature-based instruction, various media and technology; (INTASC: #9, #10; IRA: 1.1., #1.4, #2.2, #2.3; #16.2; ACEI: #3e, #5a, #5b; ISTE NETS-T: #1a, #1b,#2d, #5a, #5b, #5c, #5d, #6a, #6b, #6c;)

9. Develop a case study of a student with data from the diagnostic tests and develop a student portfolio; (INTASC: #8, #10; IRA: #1.1, #1.2, #3.1, #3.3, #3.4, #5.3; ACEI: #1, #2.1, #3, #5.2; M-Star Standard II.5)

10. Foster relationships and communicate knowledge with members of the community, including parents, caregivers, paraprofessionals, professionals, allied professionals, and others; this learning outcome is completed (in part) through a parent conference; (INTASC: #9; #10; IRA: #5.8, #11.2, #11.3, #11.4, #11.5, #13.1, #15.1, #15.4, #16.1, #16.3, #16.6; ACEI: #3a, #3b, #5a, #5b, #5c, #5d; ISTE NETS-T: #5a, #5b, #5c, #5d, #6b,#6c, #6d, #6e; M-Star Standard V.19, 20).

Information on the Program Standards, as identified by an abbreviation and item number, may be found http://www.ncate.org/institutions/programStandards.asp?ch=4.

INSTRUCTIONAL TECHNIQUES: Topics will be introduced through lecture, discussions, demonstrations, modeling, group and individual presentations. University students will be utilizing hands-on activities while tutoring an individual student. A variety of in-class activities and learning groups will be used. Technology will be an important and vital part of the instructional methodology of this class.

CLASS ATTENDANCE/ABSENCES:
Each WCU student is a vital part of this class. All students are expected to attend every class on the designated day and time student are registered, as well as every tutoring session, arriving on time and leaving only after the class has been dismissed. Students being tutored depend on the WCU student assigned to tutor to be present for each tutoring session. If a tutoring session is missed by the tutor there must be a make-up day set up before the end of the term and at a date convenient to the child and WCU instructor; points will be taken off for the missed day. The instructor must be present for the tutoring session.

Every absence will cause the deduction of FIVE (5) points from the student’s Participation and Attendance points regardless of the reason. If an absence occurs it must be for a dire emergency. The WCU student is responsible for getting all notes and materials from a classmate. Your absence impacts your student in a negative way.
In order to get credit for a missed tutoring session the professor must be present.

Absence One: minus 5 points automatically, and if not made up with the child, minus 10 more points for a total of 15 points.

Absence Two: minus 5 points automatically (Final Grade automatically becomes ONE BELOW current grade), and if not made up with the child, minus 10 points for a total of 15 points.

If TWO absences occur with the student and are not made up by the tutor the William Carey University student will FAIL the class.

CELL PHONES: Turn off all cell phones. DO NOT use TEXT MESSAGING at any time during REGULAR CLASS TIME OR TUTORING. It is rude and disrespectful. Anyone who is working with a student must give the student his/her full attention and this is not possible if you are also having a texted or oral conversation. The university student will be asked to leave tutoring if texting during tutoring or in lecture class. Four points will be deducted from your grade.

CLASS ASSIGNMENTS:

All work must be placed in the drop box by 3PM unless otherwise noted. PLEASE REMEMBER: ANY WORK THAT IS LATE WILL HAVE 5 POINTS DEDUCTED for each day it is late. Keep in mind the drop box time is usually earlier. DO NOT wait until the last minute to do your work.

COURSE REQUIREMENTS AND ASSIGNMENTS:

Grades for the course will be assigned on the basis of the degree and the quality of completion of the assignments and requirements listed on the rubric. Students are required to complete the following:

1. Complete all assigned readings before each class meeting and be prepared to write and discuss reflectively the text readings and/or supplemental readings.

2. Actively participate in all class discussions, demonstrations, group activities, and tutoring sessions with the child.

3. Submit two reflections (as assigned) to D2L. A reflection will be dropped into D2L before or on the designated day and time stated for the drop box.

The reflection should include:

1. The strength of all the tutoring sessions that have occurred.
2. Thoughts on how the lesson plan and its implementation could have been improved.
3. **What you learned from these experiences.**
4. Thoughts on what you learned about yourself as a thinker/scholar/reading teacher.
5. The impact of your teaching on student learning (answer demonstrating higher level thinking skills).
6. What strategies does the student use to comprehend? Pronounce words?
7. ***** Use of academic language and terms, good communication skills, correct grammar and spelling.

1-2 pages in length.

In the subject line, type the following:
Your name and days of tutoring: (T/TH OR M/W)

These responses will be placed in the D2L drop box.
NOTE: Even if you miss the deadline for submission you must complete the reflection and drop in the late drop box. **Five points will be taken off for each day the work is late.**

4. Administer and score appropriate evaluation instruments, including but not limited to the Basic Reading Inventory, interest and attitude surveys, informal phonics inventory, performance based-assessments, and other evaluative instruments. More specific guidelines will be given during class.

5. Write a case report of the student based on all evaluation instruments. More specific guidelines will be given during class. **At the end of the trimester an e-copy will be dropped into tk20** and a hard copy will be placed in the assessment notebook.

6. Prepare lesson plans based on criteria given by the instructor, Common Core Standards, research, and diagnostic assessments. More specific guidelines will be given during class.

7. Teach the lesson plans to a tutoring student. WCU will provide 20 hours of tutoring and an extra 10 hours are the students’ responsibility. You will tutor and write a reflection for each field experience. **You must arrive at the tutoring site 30 minutes before tutoring is to begin for lecture class.** You are NOT PERMITTED to arrive at tutoring without all lesson plans for that day nor without all materials for that day. If you arrive at the tutoring session unprepared, you will be required to leave. Four points will be removed from your grade and you will be required to make up this time at a later date. More specific guidelines will be given during class.

8. Actively participate in ten extra tutoring hours outside of the university’s designated site and write a reflection for each of the ten hours.
9. Compile teaching materials and information into a portfolio. More specific guidelines will be given during class.

10. Develop a testing packet. More specific guidelines will be given during class.

11. Supply all materials for the tutoring experience including but not limited to the following: a tri-fold board, children’s books, learning materials and manipulatives, art supplies, etc. More specific guidelines will be given during class.

12. Dress in a professional and appropriate manner fitting that of a pre-service teacher representing a Christian university. More specific guidelines will be given during class. **No jeans or mock jean clothing will be acceptable.**

1. **MECHANICS**: This includes but is not limited to such areas as appropriate subject-verb agreement, comma usage, and punctuation usage, correct spelling, correct sentence structure, correct quotes and citations, free from typing errors, and correct use of APA format.

2. **CONTENT**: This includes the quality of information, use of correct terminology, documentation, addressing the topic, writing clearly and concisely about the topic, and following all oral and written directions.

3. **EXPRESSION**: This includes using appropriate oral grammar when speaking in class, especially during presentations and tutoring.

**Requirements’ and Assignments’ Points:**

1. Participation 20
2. Attendance (10 pts. each day) 100
3. Reflections (2@50 points each) 100
4. Daily Lesson Plans (9 @ 50 points each) 450
5. Case Study 150
6. Assessment Portfolio 100
7. Tutoring (20 hrs @ 25 points each) 500
8. Extra Tutoring hours (10 hrs. @ 25 points each) 250
9. Tri-fold 30
10. Trade book entry 20
11. Disposition 140
12. Teacher Box 100
13. LA Common Core Standard Summarization 20

**TOTAL POINTS** 1980

**GRADING SCALE:**

1980-1910   A
UNIVERSITY STATEMENT ON ACADEMIC INTEGRITY:
William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The university places the highest value on academic integrity and regards any act of academic dishonesty as a serious offence. Academic dishonesty is considered unethical and in violation of William Carey University’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offence sanctions could include failure of the assignment, failure of the course, and could lead to suspension or dismissal from the university. A full explanation of the procedures for responding to instances of academic dishonesty is contained in the university’s Policies and Procedures manual and in the student handbook, The Redbook.

AMERICAN WITH DISABILITIES (ADA): (Hattiesburg Campus):
Students with disabilities who are protected by the Americans with Disabilities Act of 1990 and require special accommodations should contact Mrs. Brenda Waldrip at 601-318-6188. Mrs. Waldrip is located in Student Services Office in Lawrence Hall.

CATASTROPHIC EVENT PLAN:
In case of a catastrophic event, the following procedures will be maintained: In case of a closed campus with internet access, all courses will shift to D2L or email delivery of assignments. Follow all assignments in the syllabus and send them via D2L or email to your professor. In case of a closed campus with no internet access, follow all directions found in the syllabus for the completion of all of the course’s assignments. Completed assignments should be packaged for delivery to the campus once the campus has reopened. These assignments can also be sent by mail or email when possible.

PROFESSIONALISM: Disposition for Teaching Excellence
You are expected to demonstrate professionalism throughout your teacher education program. Professionalism includes the ways you participate in the university classroom and in teaching experiences in schools. Professional dispositions are reviewed by advisors, professors, and the Professional Standards Committee. Exhibiting professionalism in the university classroom and the schools is a necessary requirement for continuing in the program. In other words, when you enter the School of Education, you are no longer a student. You have now become a Teacher Candidate.

Areas of Professionalism:
1. Dependability and Reliability – shows responsible attendance, arrives punctually for class and teaching experiences, completes assignments on time, and is organized and prepared.
2. Respect – shows respect toward others, deals with frustrations, problems, and differences in opinion in mature ways.
3. Commitment and Initiative – takes assignments seriously, demonstrates commitment to learning and students rather than just completing assignments for a grade, and explores professional sources for new ideas.
4. Responsiveness – seeks and values constructive feedback from others (peers, instructors), and relates well with others.
5. Collaboration – helps create positive relationships in the university classroom and field experiences in schools, participates in the learning process by sharing diverse experiences and perspectives, participates productively in group activities, and establishes productive and professional relationships with professors and colleagues.
6. Open-Mindedness – demonstrates a willingness to question both traditional and innovative practices in the quest for doing what is best for students and shows a willingness to be flexible when dealing with the uncertainty and complexity of educational issues.
7. Knowledgeable – is aware of current educational issues, demonstrates an ability to illustrate and apply subject matter concepts.
8. Communication – demonstrates effective communication, models standard English in writing and speaking, and expresses thoughts clearly and succinctly.
9. Confidentiality – reflects on information about students and specific classroom anecdotes in confidential and respectful ways and shares information only with those who need to know.
10. Academic Honesty – takes responsibility for producing independent, original work.
11. Appearance – dresses for all teaching experiences by following the dress code established by the school site.
12. Teaching Effectiveness – relates to and teaches students in ways that are developmentally appropriate, develops the ability to plan and to engage students in productive learning events that feature critical and insightful thinking, and demonstrates effective management skills.
13. Fairness – engages in practices that recognize all students, and all students receive constructive feedback and encouragement.
14. Bias – engages in practices that recognize all students and encourages active student participation in activities and discussion that highlight the value of diversity and the richness of the student’s experience.